

Texas Education Agency Standard Application System (SAS)

2017–2018 Perkins Reserve Grant				
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	November 13, 2017, to August 31, 2018			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY OCT 26 PM 4:40 TEA </div>
Application deadline:	5:00 p.m. Central Time, September 26, 2017			
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060			
<u>Schedule #1—General Information</u>				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Abbott ISD	109-901			
Vendor ID #	ESC Region #			
74-6000001	12			
Mailing address	City	State	ZIP Code	
P.O. Box 226	Abbott	TX	76621	
Primary Contact				
First name	M.I.	Last name	Title	
Debbie	L	Little	Teacher & Grant Writer	
Telephone #	Email address		FAX #	
254-582-3011	debbie.little@abbottisd.org		254-582-5430	
Secondary Contact				
First name	M.I.	Last name	Title	
Eric	D	Pustejovsky	Superintendent	
Telephone #	Email address		FAX #	
254-582-3011	eric.pustejovsky@abbottisd.org		254-582-5430	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Eric	D	Pustejovsky	Superintendent
Telephone #	Email address		FAX #
254-582-3011	eric.pustejovsky@abbottisd.org		254-582-5430
Signature (blue ink preferred)		Date signed	

Eric Pustejovsky

Only the legally responsible party may sign this application.

701-17-103-135

Schedule #1—General Information

County-district number or vendor ID: 109-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 109-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 109-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 109-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☒ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☐ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Abbott ISD strives to strengthen its Business and Industry infrastructure & resources to create student opportunities to demonstrate mastery of industry knowledge & credentials while acquiring work-based skills, certifications & postsecondary credit. Implementing practicum classes, MOS certifications, Texas Articulated Technical Credit with postsecondary institutions, & expanding the coherent sequences will raise our students' caliber as they seek their postsecondary careers in the Heart of Texas region and across the state. Thirty-three percent of the current 80 CTE students would be eligible to complete the MOS exams this year. The program provides avenues to expand the course offerings of which thirty-one percent of the high school students are currently enrolled in both the Business Management & Administration and Agriculture, Food & Natural Resources coherent sequences, and forty-eight percent of the junior class is not enrolled in an 8th period class and leave school to go to work.

Abbott ISD is a single-campus district with 95 high school students. There are five businesses in town and Abbott is predominantly a farming community comprised of numerous multi-generation farming families. The district maximizes its financial resources to the best of its abilities which is difficult due to the low socioeconomics and 100% graduation rate.

The grant program budget was based on the needs assessment from the CTE Advisory Committee, students' 4-year plans, and the changes in the state's articulation agreements. The committee evaluated current technologies & CTE course offerings to identify what would be required to achieve the long-term goals outlined in the grant. The CTE Advisory Committee recommendations were aligned with Site Based Decision Making Committee to specify strategies for implementing the grant program goals. All of these key representatives are able to develop a plan to foster the postsecondary career growth plans for the 15.9% of economically disadvantaged students while establishing postsecondary achievements for advanced students identified in their 4-year plan.

The project director for the grant will collaborate with the various stakeholders during the grant period. This includes identifying and creating the responsibilities and duties for the CTE director; coordinate with the two CTE teachers to develop a scope and sequence for the new Practicum classes; implement Future Plans with high school students; work with teachers to evaluate student data & resources in Future Plans; collaborate with the technology director to order, setup and install computers, printers, & projection device; initiate a plan to begin a new student organization; and oversee the high school career fair. Monthly meetings and checkpoints will ensure the grant stays on track, and if any delays arise, there is documentation of the adjustments. A roles and responsibilities listing for each objective and its aligned milestones will provide a method of tracking the progress of the entire grant.

Education Service Center Region 12 has agreed to partner with the district to evaluate the grant program. The evaluation includes three onsite visits to review the successful installation of the supplies and equipment and conduct classroom/laboratory observations. The ESC will also review district data as it aligns to the program goals and objectives. The district and ESC will review teacher and student evaluations of the CTE program and the grant objectives.

The Heart of Texas Work Force Solutions will collaborate with Abbott ISD along with Hill County Texas Agricultural Extension Office; and other business and industry leaders in Hill County to host a career fair that promotes hands-on discovery and encourages students participate in "A Day in the Life of" to gain a better understanding of the knowledge and skills necessary for a career in that field. Abbott ISD's grant initiatives will help to produce productive workforce personnel in the Heart of Texas Work Force Solutions & achieve their mission to provide a well-trained workforce for employers in order to ensure economic growth in our region.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 109-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The district's grant program provides an avenue for the oldest of three labs to be upgraded with state-of-the-art technology. The grant program proposed to upgrade the 17 student workstations & teacher computer along with the printers & projection device. The upgrades will provide students with the technological resources to master the Abbott ISD courses outlined in the Business Management & Administration coherent sequence. Students will have the foundation necessary to complete the industry certifications for MOS: Word, Excel, Access, & PowerPoint. It will also provide an avenue for students to demonstrate a mastery of 80% or above to earn articulated credit through Texas Articulated Technical Credit. The grant program initiative allows Abbott ISD to provide avenues for students to once again earn postsecondary credit towards an associate's degree.

Future Plans has agreed to partner with Abbott ISD to provide a platform for staff member to review student data provided through their system. Students will access Future Plans to assess students' interests, strengths, career choices, personality type & work importance values. Results will populate a variety of reports and teachers can analyze the data to be sure future goals are aligned with student needs. Future Plans promotes collaboration between students, parents, core teachers, CTE teachers and school counselors. Then each month, educators meet to review student progress; identify those who are at risk of failing; & create a personal intervention plan. As a team, teachers track the student's coursework while identifying their strengths and weaknesses. During these after school meetings, educators can work together to foster students' Future Plan results and goals. During staff meetings, CTE staff & the counselor will work together to develop a Practicum course plan. A calendar will be set & expectations will be outlined for staff and students. Student and parent sign-in sheets and evaluations will be reviewed to monitor the inauguration of the Practicum courses next year.

The Heart of Texas Work Force Solutions will collaborate with Abbott ISD along with Hill County Texas Agricultural Extension Office; and other business and industry leaders in Hill County to host a career fair that promotes hands-on discovery and encourages students participate in "A Day in the Life of" to gain a better understanding of the knowledge and skills necessary for a career in that field. Abbott ISD's grant initiatives will help to produce productive workforce personnel in the Heart of Texas Work Force Solutions & achieve their mission to provide a well-trained workforce for employers in order to ensure economic growth in our region.

Providing the district with opportunities for a CTE director to oversee the department will ensure that the Career and Technology goals for the district are accomplished within the appropriate timeline. The director will also serve to guide the department in initiating new Practicum courses. The courses require teachers to collaborate with students and employees. Throughout the school year, the director will coordinate the industry certification examinations for each student. This individual will also manage articulated credit certifications for students in advanced CTE classes.

Establishing a new student organization will encourage students to demonstrate their skills and abilities amongst other students across the state. The director will host a Business Professionals of America awareness meeting for students to introduce them to the opportunities the organization fosters. Students & the advisor will also visit with other BPA chapters to witness its potential and file a new charter with the organization. The organization will utilize the new resources created in CTE classes to generate revenue for the club and will allow it to be self-sustaining.

Several Abbott ISD graduates are pursuing local careers, which require a strong knowledge base for administration and management as well as clerical skills. Another high-demand occupation, ranked 13th in the State of Texas, includes Farmers, Ranchers, and Other Agricultural Managers which remains strong for our students because of the multi-generation family farms in our school district. Animal Science coherent sequence includes Principles of Agriculture, Food & Natural Resources; Wildlife, Fisheries & Ecology Management; Livestock Production; & Practicum in Agriculture, Food & Natural Resources. The Agriculture Mechanics coherent sequence will be revised to include Principles of Agriculture, Food & Natural Resources; Agricultural Mechanics & Metal Technologies; Agricultural Structures Design & Fabrication; Agricultural Power Systems; & Practicum in Agriculture Food & Natural Resources.

An investment in Abbott ISD's grant program will serve as the conduit to achieve the district's long-term goals sooner. The district will ensure CTE teachers will have the time to conduct site-visits & work with all stakeholders in the Practicum class through conference periods and substitutes. The local funds would be utilized to offset the Future Plans and certification expenses. The district is committed to utilizing a CTE director to coordinate future directives & provide meaningful guidance for the SBDMC.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 109-901				Amendment # (for amendments only):		
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018				Fund code: 244		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$ 2,499	\$2,553	\$ 5,052	\$ 5,052
Schedule #8	Professional and Contracted Services (6200)	6200	\$ 1,500	\$0	\$ 1,500	\$ 100
Schedule #9	Supplies and Materials (6300)	6300	\$48,982	\$0	\$48,982	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$ 3,436	\$0	\$ 3,436	\$0
Schedule #11	Capital Outlay (6600)	6600	\$13,298	\$0	\$13,298	\$13,298
Grand total of budgeted costs (add all entries in each column):			\$69,715	\$ 2,553	\$72,268	\$18,450
Administrative Cost Calculation						
Enter the total grant amount requested:					\$53,818	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result.					\$2,690	
This is the maximum amount allowable for administrative costs, including indirect costs:						

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 109-901			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director		1	\$ 1,182	\$1,182
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper		1	\$ 1,316	\$1,316
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$ 525	\$ 525
26	6119	Professional staff extra-duty pay		\$ 1,892	\$ 1,892
27	6121	Support staff extra-duty pay		\$	\$
28	6140	Employee benefits		\$ 137	\$ 137
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$ 2,554	\$ 2,554
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$ 5,052	\$ 5,052

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 109-901		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$ 1,400	\$ 100
(Sum of lines a, b, and c) Grand total		\$ 1,400	\$ 100

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 109-901		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$48,982	\$ 0
Grand total:		\$48,982	\$ 0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 109-901		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$ 3,436	\$ 0
Grand total:		\$ 3,436	\$ 0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 109-901			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2	SMART Boards SPNL-6275 75"	2	\$ 6,649	\$	\$13,298
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$ 0	\$13,298

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 109-901

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	15	15.7%	
Limited English proficient (LEP)	2	2.1%	
Attendance rate	NA	97.5%	
Annual dropout rate (Gr 9-12)	NA	0%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	0/13	0%	
6-10 Years Exp.	5/13	38.4%	
11-20 Years Exp.	2/13	15.3%	
20+ Years Exp.	6/13	46.2%	<i>Business & Ag CTE instructors have 20+ years</i>
No degree	0/13	0%	
Bachelor's Degree	10/13	44%	
Master's Degree	3/13	23%	<i>English teacher teaches dual-credit ENG1301-1302</i>
Doctorate	0/13	0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										21	27	26	21	95

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										2	2	2	2	2 (same teachers)

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 109-901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Annual CTE program evaluations indicate students desire to gain high school credit for work-based experience and enroll in courses articulated with more postsecondary institutions other than just McLennan Community College. (Last year was the last year to articulate with MCC.) Those reflections also include frustrations for technology resources being the oldest in the district; opportunities to demonstrate abilities through new student organizations; expand course offerings for Business Management & Administration and Agriculture; and earn industry certification credentials.

Each year, juniors and seniors have the option to request that their course selection allow them to schedule their classes so that they may leave after 7th period to go to work. This year, there are 11 of the 23 juniors whose schedule allows them to dismiss early. Currently, each junior leaves school to go to work in a position in the Business & Industry sector. These include jobs in both business administration and agriculture. For some students, their employment is with a family business, which they have been a part of for several years. By transitioning to a Practicum course, student would earn credits for classroom and work-based experience. The district will be able to partner with employers to maximize each student's training and provide them with workplace skills not only for the job description but with 21st Century soft skills as they pursue their postsecondary career.

Approximately half of the graduating class enrolls in our local college, Hill College, and as they pursue their associates degree, they are required to enroll in Computer Applications I. If an agreement was still in place, those students demonstrating 80% or higher in course competencies could have earned the technical credit towards their associates degree. Pursuing the Texas Advanced Technical Credit Statewide Articulated approval would allow students to earn credit towards the associate's degree not only for Hill College but also to numerous colleges throughout Texas. These initial courses include Business Information Management I for Computer Applications I; Accounting I for Introduction to Accounting I but the district would like to expand the district's articulated course offerings to include Agribusiness Management and Marketing for Introduction to Agribusiness in the future. This will allow families to afford postsecondary education at the local level while students pursue their associate's degree.

The district's Business Lab is the oldest computer lab in the district and is not scheduled to be upgraded until 2019-2020 school year. This year, there was a waiting list for sophomores who were not able to enroll in BIM I course because the class size was at capacity. There will continue to be a demand for this class in the future. The 18 desktop computers, a refurbished printer & projection device needs to be replaced with state-of-the-art technology including Windows 10 with Microsoft Office 2016. Equipping the Business Lab with a poster printer & 3-D printer supports the Digital Media TEKS and provides the tools necessary to market fundraising opportunities for a new student organization, Business Professionals of America.

The need to expand student opportunities for growth through a new student organization has been a district goal. Several students, especially those who are more business driven, have requested an organization similar to FFA. The district has been limited in resources, staff and funds to sponsor another organization.

Providing supplies for current courses & expanding resources for new courses are always met with a financial roadblocks. The district is limited in its funding since there are fewer than five businesses in the town. Students and district personnel are always looking to drive 10 to 12 miles north or south to solicit additional financial support. If only the resources were provided, the new student organization could establish a charter membership and become a self-sufficient chapter like the Abbott FFA. Funds generated through class projects will provide some initial funds for the organization.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 109-901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Upgrade the Business Lab with current technologies to foster the knowledge and skills, which ensure that students have the 21 st Century skill set for postsecondary education and careers by earning certifications in the Business and Industry pathway.	Access & utilization of new computers, printers and projection system will provide students with the skill set needed to demonstrate their capabilities through MOS certifications necessary for the General and Operation Managers hi-demand occupation trend in Central Texas as well as to utilize those skills in their postsecondary education.
2.	Provide a CTE director stipend to coordinate the implementation of Future Plan & encourage collaboration with students, staff & parents; manage approved articulated courses through Texas Advanced Technical Credit to certify eligible students earned up to two credits through articulated course work; and oversee the implementation of all CTE initiatives.	Incorporating CTE director responsibilities & duties will allow CTE teachers to implement district and grant initiatives so that students are maximizing their CTE experiences and earning postsecondary course credit for articulated classes.
3.	Coordinate work-based learning opportunities for juniors and seniors to explore career positions within the high demand area of General and Operations Managers for Central Texas as well as Farmers, Ranchers, and Other Agricultural Managers in the State of Texas.	Opportunities to expose students to real-world connections through classroom and work-based experiences through Practicum courses will provide relevancy as they seek postsecondary education and further their career goals.
4.	Expand CTE coherent sequences to further opportunities for work-based learning while generating opportunities for students to be entrepreneurs so that fundraising profits will provide financial opportunities for students to participate in a new student organization.	Provide opportunities for students to select from two additional coherent sequences in Finance & Horticulture and Plant Systems which allows for more rigorous advanced classes.
5.	Apply for a new student organization charter for Business Professionals of America and incorporate opportunities for students to demonstrate their skill sets while generating student activity funds to support the organizations initiatives.	Promoting a new student organization will provide students with an avenue for collaboration, creativity and critical thinking through the organization's initiatives, contest & local fundraising efforts.

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Schedule #14—Management Plan

County-district number or vendor ID: 109-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	CTE Director	CTE teacher with 15+ years experience who will attend CTE quarterly meetings; work with counselor on course offerings; & has strong organizational skills to implement grant initiatives.
2.	Grant Coordinator	Certified educator with 10+ years experience with local, state and federal grants to coordinate the grant implementation; work with grant partners & evaluator; & collaborate with grant bookkeeper.
3.	Half-time CTE Teacher	Certified educator to teach additional coherent sequence for Horticulture & Plant Systems classes which serves as a fine arts credit and offers more advance courses.
4.	Counselor	Certified counselor to coordinate articulated & dual-credit classes, develop schedule for additional CTE courses; update student transcripts; and serve as campus career fair assistant.
5.	Program Eval. Auditor	Contract with the Education Service Center to provide an education specialist to serve as an auditor to review and evaluate grant implementation and is knowledgeable of ACTE initiatives.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Acquire technology for instructional purposes to gain industry certification	1. Order computers, printers, SMARTboard & cameras	01/04/2018	02/28/2018
		2. Setup new technology	03/01/2018	03/30/2018
		3. Install new computers, printer & cameras	04/01/2018	05/01/2018
		4. Practice for MOS certification examinations	03/26/2018	05/24/2018
		5. Apply & administer MOS certification examinations	05/01/2018	08/31/2018
2.	Establish criteria & evaluations for Practicum courses	1. Identify qualifying students for Practicum courses	03/19/2018	08/24/2018
		2. Establish schedule & evaluation tool for employers	05/01/2018	08/24/2018
		3. Attend professional development during conference	06/01/2018	08/03/2018
		4. Conduct Practicum perspective students' seminars	05/01/2018	08/24/2018
		5. Schedule Practicum 2018-2019 course & visits	04/17/2018	08/24/2018
3.	Create a CTE Director position & facilitate career planning goals	1. Identify & complete director responsibilities & duties	12/13/2017	08/31/2018
		2. Manage & implement Future Plans	12/18/2017	08/31/2018
		3. Coordinate Practicum training & implementation	01/04/2018	08/31/2018
		4. Facilitate & coordinate on-campus career fair	12/18/2017	08/31/2018
		5. Evaluate & expand CTE coherent sequences	02/01/2018	08/31/2018
4.	Initiate new student organization (Business Professionals of America) charter	1. Solicit students to join new student organization	02/05/2018	08/31/2018
		2. Apply for BPA charter	04/03/2018	08/20/2018
		3. Elect Abbott Chapter BPA officers	05/21/2018	08/24/2018
		4. Select contest to compete in at Texas BPA contest	08/15/2018	08/31/2018
		5. Register for 2019 BPA conference	08/15/2018	08/31/2018
5.	Promote learning environments to explore career opportunities & foster business	1. Lease refrigeration units & purchase floral supplies	07/23/2018	08/31/2018
		2. Establish student-run business for BPA chapter	04/23/2018	08/31/2018
		3. Coordinate career fair with Business-Industry focus	01/04/2018	05/22/2018
		4. Host career fair on campus with hands-on activities	05/01/2018	05/22/2018
		5. Present to school board & countywide organizations	05/15/2018	08/31/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 109-901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Throughout the school year, the staff meets to assess the current goals and objectives. The staff works within their professional learning communities (PLC) to monitor and track the progress of goals and objectives. The PLC's provide documentation at the end of each meeting and submit this documentation to the principal. Each month, educators meet to review student progress, identify those who are at risk of failing, and create personal intervention plans. As a team, teachers track the coursework of students while identifying their strengths and weaknesses.

The Abbott ISD Site Based Decision Making Committee (SBDMC), reviews and makes suggestions, when necessary, regarding the district goals and objectives for the current school year to modify and adjust accordingly for the upcoming school year. The committee consist of a school administrator, a parent representative, a community representative, a business representative, teachers and staff members. All of these representatives are able to bring ideas and suggestions from their area of expertise in a collaborative manner.

Annually, the information that is collected during PLC's and SBDMC meetings is evaluated and discussed with all teachers during summer staff development. Changes can be implemented into the campus improvement plan in order to be approved by the district's school board. Teachers and administrators review each of the goals and objectives that were stated in the district campus improvement plan in order to determine if objectives and goals were met, the status of the goals and objectives, and determine new timelines for any goal or objective that was not met.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Abbott ISD will ensure that all participants remain committed to the project's success by including the goals and objectives of this grant into the campus improvement plan. As stated in Part 3, the goals and objectives will be reviewed on a monthly basis with staff members and on an annual basis with the SBDMC and board members. Abbott ISD has planned to become a district of innovation. One of the components that the district is seeking as a district of innovation will be flexibility with teacher certifications. This will allow the teachers to teach out of their certification areas due to shortages of certified teachers. The district will ensure that teachers are given the appropriate training and curriculum by taking the time and researching what programs are best suited for the district.

Creating responsibilities for a CTE Director will ensure the CTE goals and objectives will be implemented. There will be an individual responsible for the tasks and duties within the department. As a single-campus school with a high school enrollment less than 100, coordinating these efforts will be attainable. Abbott ISD employees see each other each day and are fortunate to know our students, their schedules, & everything they are involved in.

One of the benefits of a small school is that we are constantly visiting with parents so we will be able to monitor their students' commitment & dedication to the goals of this grant. We can also gain valuable feedback from parents & other stakeholders.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 109-901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Certification Assessments	1.	Train students enrolled in Business Information Management I for MOS
		2.	Compare certification score with grade from course skills
		3.	Determine if course rigor is aligned with certification standards
2.	Technology Implementation	1.	Submit Information Technology work orders for new equipment
		2.	Refurbish Business Lab with new technology
		3.	Create inventory of new equipment for CTE records
3.	Practicum Scope & Sequence	1.	Write scope & sequence for courses
		2.	Host Back-to-School orientation for Practicum students & parents
		3.	Establish work-based schedule for students enrolled in Practicum courses
4.	Career Fair Participation	1.	Presenters for each of 16 career clusters
		2.	Student exploration activities
		3.	Event reflections
5.	Student organizations	1.	New organization charter
		2.	Participation in BPA conferences
		3.	Develop marketing plan for business

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Abbott ISD will partner with Education Service Center Region 12 to conduct a program audit. The audit will review district data; teacher & student surveys; and classroom & laboratory observations. The scope and sequences for the Practicum courses will evaluate the implementation timeline; implementation strategies; and student evaluations by work supervisor & course instructor. The audit will evaluate the MOS certification results by demographics to determine if there are any gaps or weaknesses.

Future Plans has also agreed to partner with Abbott ISD to provide a career planning tool to create an profile based on strengths/abilities, interest and values for all students. The program also gives the 95 high school students a platform to save career matches; upload personal resources such as resume, cover letter, references & letters of recommendations; and assist with the identifying postsecondary requirements for enrolling in college or university. It also includes a plan for those enlisting in the military. The students' data will be monitored for three years and the used to evaluate future CTE course offerings. The Future Plans data will also be compared to PSAT, ACT & SAT results.

The CTE director will identify all 79 students enrolled in CTE classes to establish a baseline of information. Then the 25 students enrolled course(s) with certification examinations available this spring will be populated into a ongoing database to record their examination attempts, score(s), and pass/failure rate. The director will also identify those students who have a mastery level of 80% or above and prepare articulated credit documentation for the grant, counselor, and postsecondary institution.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 109-901

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Abbott ISD's current Business and Industry offers four coherent sequences: Business Administration, Finance, Animal Science & Ag Mechanics. Incorporating a Practicum course for each sequence will provide a hands-on course to apply classroom knowledge with work-base skills. More importantly, students recognize the importance of gaining soft skills & demonstrating them in their Practicum course. Those skills will become more cohesive strengths for students in their postsecondary career.

Abbott ISD's Business Administration coherent sequence will equip our students for the Heart of Texas high-demand occupations for 9th ranked General and Operations Managers. Business Management & Administration coherent sequence includes Principles of Business, Finance and Marketing; Business Information Management I; Business Information Management II, & Practicum in Business Administration. The Finance sequence will include Money Matters, Accounting I, Accounting II, & Practicum in Business Management.

The Business Management and Administration along with the Finance coherent sequences will align to Texas Advanced Technical Credit to allow students opportunities to demonstrate 80% or higher mastery in order to earn articulated credit for Business Information Management I and Business Information Management II. The Finance coherent sequence encourages students to demonstrate 80% mastery in Money Matters, Accounting I and Accounting II. Students may also earn MOS certifications in Word, Excel, Access & PowerPoint. These credentials will signify mastery of the identified skills for their employer as they begin their Practicum courses and as they pursue their postsecondary career.

Abbott School**Postsecondary****Workforce*****Business Management & Administration Coherent Sequence:***

Principles of Business, Finance & Marketing

Introduction to Business

Business Information Management I

Computer Applications I

MOS: Word, Excel, Access, PowerPoint

Business Information Management II

Practicum in Business Administration

Finance Coherent Sequence:

Money Matters

Money & Financial Markets

Accounting I

Introduction to Accounting I

Accounting II

Practicum in Business Administration

Due to the increased number of students enrolled in both Business and Agriculture courses, 31% of the CTE students, the population has expressed interest in expanding coherent sequences to include Horticulture and Plant Systems. This is due to an increased interest and a desire to provide products to help raise money to begin another student organization. That sequence will include Principles of Agriculture, Food and Natural Resources; Floral Design; Horticulture Science; and either Advanced Plant & Soil Science (which counts towards a high school science credit) or Practicum in Agriculture, Food and Natural Resources. This will allow students to seek floral design certification & the district can pursue articulated credit for those courses in the Horticulture and Plant Systems coherent sequence.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 109-901

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The Business Administration coherent sequence supports the Heart of Texas high-demand occupations for General and Operations Managers. Several Abbott ISD graduates are pursuing local careers which job tasks include direct administrative activities directly related to making products or providing services and direct or coordinate financial or budget activities to fund operations, maximize, or increase efficiency. They must a strong knowledge base for Administration and Management as well as clerical skills.

Abbott ISD's currently offers thirteen courses within the Business and Industry pathway. As of this year, none of the courses are contributing towards an associate's degree. In the past, there were three class that were until articulation guidelines were changed.

Abbott School	Postsecondary	Workforce
<i>Business Management & Administration Coherent Sequence:</i>		
Principles of Business, Finance & Marketing	Introduction to Business	
Business Information Management I	Computer Applications I	MOS: Word, Excel, Access, PowerPoint
Business Information Management II		
Practicum in Business Administration		
<i>Finance Coherent Sequence:</i>		
Money Matters	Money & Financial Markets	
Accounting I	Introduction to Accounting I	
Accounting II		
Practicum in Business Administration		

Incorporating a Practicum course for each sequence will provide a hands-on course to apply classroom knowledge with work-base skills. More importantly, student recognize the importance of gaining soft skills and demonstrating them in their Practicum course. Those skills will become more cohesive strengths for students in their postsecondary career.

Abbott ISD's Business Management & Administration coherent sequence will be defined to include Principles of Business, Finance and Marketing; Business Information Management I; Digital Media, & Practicum in Business Administration. The Finance sequence will include Money Matters, Accounting I, Accounting II, & Practicum in Business Management.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 109-901

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Abbott ISD students enrolled in Business Information Management I will apply the new Texas Essential Knowledge and Skills towards the College Equivalent Computer Applications I. It requires an 80% or higher master of identifying computer system components and performing common computer application tasks. It will also provide a strong skill set for students to complete the MOS certification for Microsoft Office Word, Excel, Access & PowerPoint.

Although articulation was dropped between Hill College and LEA's due to a lack of funding, Abbott ISD continued the rigorous instruction because the articulation agreement with MCC. Although students did not earn Hill College credit, as they pursued their associates degree, students had a strong computer applications foundation which helped them be more successful. With the new articulation option, there is opportunity for the course to be even more rigorous to meet the general requirements for postsecondary learning institutions.

Students continue to demonstrate their knowledge and skills through a hands-on, timed Production Test for each application program. The Production Test content aligns with the college rigor instructors are requiring of their students to be successful in the course and in earning their associate's degree. Regardless of the postsecondary institution, students see great value in the skills they have learned are able to apply them in a variety of their course in college and in the workplace.

Abbott School**Business Information Management I**

Produce business documents, including business letters, resumes, research papers, and newsletters with endnotes, footnotes, & citations

Hill College**Computer Applications I**

Create research papers & business documents with footnotes, endnotes & citations

Person VUE**MOS: Word, Excel, Access, PowerPoint**

Create endnotes, footnotes, and citations

As student realize the benefits of articulating high school class with college courses, the district projects there will be an interest to pursue more advanced courses such as Business Information Management II and Accounting II.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 109-901

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Future Plans, a Florida based company, will partner with the district to provide postsecondary planning resources for students. The partnership includes student accounts for 3-years at a reduced rate; a waived site fee; face-to-face and online training & on-demand support.

Education Service Center Region 12 will partner with the district to assist the Abbott ISD in providing resources and contacts to present at the district's career fair. They will also serve as the evaluator for the grant. Their audit will review the district's data, generate surveys for teachers and students, and conduct observations.

Heart of Texas Work Force Solutions, which serves Hill County, will partner with Abbott ISD to conduct the school's career fair. Staff will also provide resources to extend to students and parents about their website and the support available through office.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Future Plans will partner with Abbott ISD to provide all high school students with a 3-year account. During the lifetime of the account, the company will provide on-site and streaming professional development to ensure successful implementation of the resources. All students will complete the Interest Profiler to populate an executive summary of the students interests, strengths, top career choices, personality type and important work values. More importantly, the Vault contains Planning Steps so that the student has linked information to the steps to pursue their postsecondary goals. The Planning Steps include Enrolling in College or University; Pursuing Technical Training or Certification; Looking for a Job; and Enlisting in the Military.

The online resource, Future Plans, has been selected as a top five finalist for the Reach Higher Career App Challenge sponsored by the U.S. Department of Education. Students are fortunate in that after high school graduation, they may continue utilizing the tool as a personal account user. In the meantime, students, teachers and parents may collaborate to maximize Future Plans tools. For example, a student may create & store their resume on the website. The English teacher's account will permit he/she to review and suggest edits before the student's is finished. Parents are also encouraged to work with the student to evaluate the results and investigate postsecondary funding for education and certifications.

The Future Plans founder has offered a discounted one-time fee which includes a 3-year subscription so that the district can track students and more importantly, project any modifications or enhancements to our current CTE program. The data will provide critical projection data for our Career and Technology Education board members and aide the district in determining its future plans for CTE offerings.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 109-901

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The grant funds will allow Abbott ISD the opportunity to initiate the district's long-term goals. These goals will provide students the opportunity to make themselves more marketable in the Heart of Texas region, across the State of Texas and beyond. CTE teachers will be able to provide a conduit between high school and postsecondary credits. By applying for the Texas ATC, educators could earn the 3-year credentials and renew them accordingly. Throughout the districts grant proposal, students are provided opportunities to earn four industry certifications as well as earn four articulated credit in the Business Management & Administration as well as Finance coherent sequences.

As Abbott ISD freshman recently created their 4-year plans, more and more students are seeking part-time work after school. CTE teachers and administrators have noticed this growing trend during the last three years. At this time, 46% of the current junior class currently have part-time employment after the school day. After the scope and sequence has been developed for the Practicums and teachers have developed the program's implementation, the logistics would be revised and updated each year. Student and employer evaluations will be essential in future years.

Under the new articulation initiative, teachers are eager to provide opportunities for students to challenge themselves through CTE courses which will once again be articulated to the postsecondary level. This year, we are continuing the same rigorous series only without earning credit towards any associate's degree. The district is confident that students will pursue these courses in the Business Management & Administration coherent sequence.

Utilizing Future Plans to assess, track, & store students' career goals, the core and CTE educators along with the counselor will be able to work directly with students & parents as they transition to the world of postsecondary education. Collaboration amongst all stakeholders will allow the district to monitor results while updating its goals to align with student needs.

As the district implements the grants objectives, the CTE director will coordinate the efforts for all CTE students. This will provide a single person to be responsible for on-going initiatives including managing industry certifications; monitoring the renewals for teacher articulation certifications; facilitating & coordinating the district's career fair; & ensuring successful implementation of the new student organization.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 109-901		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 109-901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 109-901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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